

A Day in the Life

EPISODE ONE:
PRISSY, DENNIS, AND TOM'S DAY



Lesson Plans and Resources

Colonial Williamsburg

Episode Synopsis

Eighteenth-century society was based on class and social status. In this episode, students have the opportunity to compare and contrast how people of different classes lived and worked. Prissy Carter is the daughter of Councilman Carter, a wealthy and influential member of Virginia society. Dennis is a slave owned by the Carter family. His mother is the Carter's cook, and the carpenter, Mr. Wood, owns his father, David. Because his mother and father are owned by different masters, Dennis's father can visit his family at the Carter house, but he does not live there with them. Tom is an apprentice working for Mr. Wood. As an apprentice, Tom works for Mr. Wood without pay. In return, Mr. Wood teaches Tom the arts and mysteries of the carpentry trade. These diverse individuals from distinct social classes lead different lives.

Prissy is learning to be a gentlewoman and to manage a genteel household. Her mother teaches her the way to instruct servants and manage their work. She learns to read English and French from her tutor and takes a dancing lesson in the afternoon with her friends. Dancing and music are important social skills for a girl of **gentry** status.

Dennis's education began as soon as he was old enough to do chores. He rises before light every day, starts the fire, fetches water, and runs errands for his mother and Mrs. Carter. Dennis is learning to read. Slaves might be taught to read the Bible and Anglican catechism as part of their religious instruction in the eighteenth century. In fact, a school sponsored by a benevolent English religious group called the Bray Associates taught slave and free-black children in Williamsburg to read and write. But Dennis and his parents have no control of his future. Because he is a slave, Mr. Carter will decide. He may keep Dennis and train him to be a manservant. He might apprentice him to learn a trade. Mr. Carter could send him to work as a field hand on one of his plantations, or worse, he could sell Dennis to another master. It all depends on Mr. Carter.

Tom is learning the trade of carpentry along with the reading, writing, and arithmetic skills that will help him become a successful businessman. His father chose this trade for him, but Tom enjoys the work and looks forward to a prosperous future. As an apprentice, Tom is part of Mr. Wood's household and even eats his midday meal with the family. Mr. Wood does not undertake every part of Tom's instruction, however. Tom attends school for his reading, writing, and arithmetic lessons, and Mr. Wood's slave, David, a highly skilled carpenter himself, has been teaching Tom how to use a plane.

Additional Information for Teachers on Daily Life in the Eighteenth Century

FAMILY LIFE

Most white children had many brothers and sisters. The average period between births for white women was two to three years. In Virginia, the average number of children born to African-American women varied widely depending on the circumstances. Rural slave couples often lived on different plantations; hard work suppressed ovulation, resulting in fewer pregnancies; and some women continued to follow African practices of nursing their infants for several years and abstaining from sexual intercourse while breast-feeding. Williamsburg boasted a large number of slaves who performed domestic and trade work—skills rarely found among newly imported slaves. Urban slaves were more likely to live relatively close to their spouses. For these reasons, there were probably more slave children in most Williamsburg families than in rural families. Yet **child mortality rates** for whites and blacks alike remained high. Children who lived past their first birthday often fell victim to disease and accident. Many did not survive to adulthood.

Most children, white and black, lived with their parents, but many did not. Although white couples could not divorce in the colonies, families were often torn apart by the death of a parent. Sometimes children were sent to live with relatives until the surviving parent remarried. Because most widows and widowers remarried, there were many blended families. If the surviving parent died, children might be raised by stepparents, an aunt or uncle, or a married sibling. Because slave couples did not always live together—slave marriages were not recognized by law—young slave children usually lived with their mothers. Family life could be disrupted by the death of a parent or the sale of family members. Slaves were often given as marriage gifts to the master's children or bequeathed as part of an estate. Sometimes individuals were hired out to work in other households.

While they were being educated, children often did not live with their parents. If they were not tutored at home, many gentry boys attended small boarding schools and then went to England or a colonial college for their advanced education. **Middling** and slave boys—and some girls—were apprenticed to other families. When gentry girls finished their academic education at about age sixteen, they were usually sent on a round of extended visits to relatives.



SCHOOLING

“The three R’s” could be learned in many ways in Williamsburg during the third quarter of the eighteenth century. In a society with no mandatory public education, where a young person got his or her academic training greatly influenced how he or she spent the day. Those who could not afford formal education learned in a catch-as-catch-can fashion from parents or friends. Privately run schools were an option for those of middling or gentry status. Sometimes the local minister conducted a school for gentry children and would include middling children whose family could afford the fee. Some gentry children had private tutors. Sometimes a member of the master’s family taught slave children to read. In Williamsburg, a local charity school funded

by an English philanthropic organization taught young black children basic academics and religious principles. Those who attended did not stay long; they were pulled out of the school when they were old enough to perform basic chores around the house.

Gentry children usually attended school all day, unless their routine was interrupted by visitors, special lessons in music or dance, or other acceptable disruptions. Surviving records do not make clear whether children of the middling sort, who usually received less formal schooling, were more likely to attend all day for more limited periods of time or to intersperse work with schooling during the day. Families and schoolmasters probably reached some agreement that suited both.



ON-THE-JOB TRAINING

Other preparation for adulthood was more direct. Children learned adult skills from those who did the work, whether within the family, by formal apprenticeship, or, in the case of slaves, from others in the slave workforce.

Apprenticeships commonly began when a young person was about fourteen and lasted until he or she came of age at twenty-one. Often the terms of the apprenticeship were spelled out in a legal document, called an indenture that specified what was expected on both sides. The terms varied, but the **master** usually agreed to teach the apprentice his or her trade and to provide—besides food, clothing, and lodging—a certain amount of academic training. This might include enough reading instruction to enable the apprentice “to read distinctly in the Bible,” a specified term of schooling (such as a year), or specific subject matter (such as reading, writing, and “arithmetic as far as the rule of three”). The academic training might be provided by the master or at a school. The apprentice usually agreed to keep his

master’s trade secrets and obey the master’s commands, and not to marry, waste his master’s goods, gamble “at cards, dice, or any other unlawful game,” or “frequent taverns, alehouses, or playhouses.”

LEISURE

Leisure was built into the school day for gentry children. During their play time, the boys in a gentry family rode horses and took walks, while the girls also rode and walked, did needlework, and pretended to do grown-up chores, like washing the floor and knitting. For many middling and slave children, however, most of the day was probably taken up with work and some schooling. Some sources indicate that the time for play was often at night, when children (especially boys) would meet together outside for games. Archaeological and documentary evidence shows that many Williamsburg boys played marbles. Apprentices sometimes got together at night to play pranks on the town’s families or get into fights with boys from the college.

Some white families entertained themselves with music, dancing, or games in the evenings, while members of the slave community sometimes came together to enjoy their own music, games, dancing, and storytelling.

SUNDAYS

Sunday was different. Traditionally, it was a day of rest. Except for some domestic slaves like cooks, whose duties were perhaps lighter but still needed, this was the day slaves had to themselves. Whites and blacks attended church on Sunday morning, and the rest of the day was often given over to visiting. Whites visited other families after church, often sharing dinner in the early afternoon. Slaves often visited family members who did not live in the same household. Slaves could use this day to work for themselves. Many rural slaves tended their own garden plots on Sundays.

Although surviving sources allow historians to make generalizations about what life was like in the colonial capital, reconstructing specifics, such as a person's daily activities, can be difficult. Williamsburg's diverse population had daily routines as unique as each individual. It is impossible to know everything about how colonial Virginians spent their days. Bits of evidence can be assembled like pieces from a puzzle. More information exists, of course, about the days of the wealthier and more educated people, who had leisure time to write letters and diaries. Fortunately, those letters and diaries also sometimes mentioned the pastimes and duties of those who didn't write for themselves. This includes what daily chores supported life as Virginians lived it and when many of those duties were performed during the day. Account books, published anecdotes in newspapers, memorials written about loved ones, and other primary sources provide more bits of information. Still, some pieces are missing. Historians make educated guesses to supply the missing pieces. Few young people in Virginia kept diaries, so evidence must be gathered from other sources to reconstruct how they spent their days.

How a young person spent his or her day depended on many factors, but gender, age, and social status were especially important. These factors were critical because the child was being trained for the role he or she could expect to fill as an adult, and different roles meant different preparation. The greatest part of a young person's day was taken up with preparation for adulthood.



GENTRY AND MIDDLE GIRLS

Most young white girls were trained to run a household because they were expected to marry and have children. The size of that household depended mostly on social status and the location of the household in a town or on a plantation. Gentlewomen had more slaves to supervise than middling women, and thus had more mouths to feed and bodies to clothe. Household management for all women regardless of status involved a thorough knowledge of cooking, laundry, child care, sewing, kitchen gardening, food preservation, poultry care, medical remedies, and supervisory skills. Although a woman rarely performed all these duties herself, she had to know how to do them so that she could train slaves or servants to do them, see that all were done properly, and step in when needed. Women who lived in town relied more on the market than did planta-

tion women, who directed the planting and harvest of large kitchen gardens and raised poultry.

Girls learned about child care by helping care for their younger brothers and sisters. They usually received training in housewifery from their mothers or a mother-substitute, such as an aunt or married sister, beginning in the preteen years. Poor or motherless girls sometimes apprenticed to learn housewifery, and some middling girls apprenticed to trades like **millinery** or **mantua making**. Fewer

still found their way to trades dominated by men, like smithing. All gentry and most middling girls received some academic education, which was usually limited to reading, writing, and simple arithmetic.

Gentry girls and the daughters of prosperous tradesmen also received education in ornamental graces to show off their social status and to help them marry well. The ability to dance well was considered essential for gentry girls. Every public dance event began with the minuet, a complicated type of dance performed one couple at a time. Each couple's ability was closely watched and commented on, so parents wished to ensure that their children could do the minuet well. A typical schedule for dancing instruction was two full days every three weeks. All other lessons were suspended as several students (usually of both genders) gathered to learn the minuet, country-dances, and general **deportment**, including the ability to stand and walk gracefully. Some girls learned to play suitable instruments, such as the guitar or harpsichord. (Instruments that distorted the face, like woodwinds or horns, or that involved awkward sawing motions, like the fiddle, were not considered ladylike.) By watching their mothers and visiting other households, gentry and upwardly mobile middling girls learned the skills of genteel hostesses, including how to serve tea.

GENTRY AND MIDDLE CLASS BOYS

Gentry boys were prepared to be gentlemen and to run large plantations or mercantile companies. To be gentlemen, they had to be well read in English and Latin. They also learned mathematics, geography, and history. Boys usually received their early education from private tutors at home, from privately run schools, or from schools taught by the local minister. Some went to England at an early age and continued their schooling there until they were about twenty-one, while others stayed in the colonies until they were ready to finish their education at a college in England. Some never went to England and instead attended a colonial college, such as the College of William and Mary. A gentleman was expected to be able to stand, walk, and dance well, so, beginning in their early teens, gentry boys almost always had instruction from a dancing master. Lessons in fencing and a musical instrument were also considered important. Once their formal education ended, gentry boys usually learned plantation management from their fathers or guardians. Some learned to be merchants, either from their fathers or from merchants in London or Virginia.

White boys of middling status had a range of educational opportunities. Some received only the rudiments of reading, writing, and mathematics. Others learned these rudiments and a trade. Some learned Latin, which opened the door to further opportunities, such as the study of the law or medicine, and a chance to move up in society. A few apprenticed in the office of the secretary of the colony and became county court clerks, a lucrative and respected position. Some apprenticed to merchants and became successful merchants themselves. Middling boys had many more choices of occupation than either gentry or slave children. If they made wise choices and worked hard, they could gain wealth and property and move up in social rank.





SLAVES

Slave children did not expect freedom or even much freedom of choice. They learned skills that the master deemed valuable, yet sometimes they could influence the master's choices and learn occupations that they enjoyed or that gave them more freedom of movement. Most rural slaves worked in the fields, but some apprenticed in trades useful on the plantation and became **coopers**, carpenters, and other types of skilled worker. Some cared for livestock or worked as **watermen**. Others worked in domestic positions as cooks, nursery maids, laundresses, footmen, or personal servants. Urban slaves generally worked in the house or stable or at a trade. Towns supported a wide variety of trades, and slaves could be found working in virtually all of them. In port cities like Norfolk, many slaves were shipbuilders or pilots or worked in other trades associated with shipping. Because several urban occupations required some academic education, many slave children learned some reading, writing, or arithmetic. Some slaves learned to play musical instruments for their own enjoyment or their master's.

CONCLUSION

"Typical" days often turn out to be anything but typical. In the eighteenth century, many events could disrupt daily life: illness or injury, visitors, severe weather, special events like weddings or balls, or special lessons, such as music or dance. Many of these factors were beyond a child's control. Then, as now, young people made some choices about their daily lives, but a great part of their daily routine was determined by others, by custom, and by chance.

LESSON ONE

Design a Day

INTRODUCTION

Gentry girls participated in activities that contributed to their education. Some of these were purely educational, some took the form of chores, while others were more leisurely activities. These girls spent most of their day learning housewifery skills and reading, writing, and basic math skills to prepare them for their social standing in the gentry class and a life of marriage and motherhood. A typical day may have brought encounters with other gentry-level people, with whom proper manners could be displayed and connections made.

OBJECTIVES

Students will be able to understand the daily activities of a gentry-born girl, an apprentice boy, or a slave boy.

STANDARDS OF LEARNING

This lesson meets the National Standards of Learning in the areas of historical analysis, historical comprehension, and analysis.

MATERIALS

Daily Activities of a Young Gentry Woman (Early Teens)

Possible Daily Activities of an Urban Slave Boy (About age 11, in a Gentry Family)

Possible Daily Activities of a First-Year Apprentice Carpenter

STRATEGY

1. Students will read and then discuss the handout of daily activities of a gentry girl.
2. Students will prioritize the daily activities and estimate the amount of time necessary to complete each activity. [Note: possible activities include tea, going to market or running errands with mother, working on stitchery (samplers), caring for children, performing housewifery tasks, reading, writing, ciphering, shopping, taking dancing or music lessons, sitting in the garden talking with friends, or practicing French.]
3. Students will then have the option to create one of the following to illustrate a typical day in the life of a gentry girl:
 - a. Storyboard
 - b. Comic strip
 - c. Graphic novel
 - d. Song
 - e. Poem
 - f. Skit
 - g. Pantomime
4. This same lesson strategy may be used to “design a day” for an urban slave boy (see Possible Daily Activities of an Urban Slave Boy) and/or a first-year apprentice boy (see Possible Daily Activities of a First-Year Apprentice Carpenter).

Daily Activities of a Young Gentry Woman (Early Teens)

Gentry girls usually attended school until the age of sixteen or so. When schooled at home by a tutor, their typical school schedule might follow the one described by Philip Vickers Fithian, tutor to the Robert Carter family of Nomini Hall, Westmoreland County, Virginia:

7:00 A.M.	Begin school for the day
8:00 A.M.	Breakfast
9:00 A.M.	Return to school
NOON	School dismissed [One tutor called the period between noon and dinner “school play hours”]
2:00 P.M.	Dinner
3:00 P.M.	Return to school
5:30 P.M.	School dismissed for the day

In 1756, young Maria Carter (about age 11) of Sabine Hall, Richmond County, Virginia, described a similar schedule:

Now I will give you the History of one Day the Repetition of which without variations carries me through the Three hundred and sixty five Days, which you know compleats the year. Well then first begin, I am awakened out of a sound Sleep with some croaking voice either Patty's, Milly's, or some other of our Domesticcs with Miss Polly, Miss Polly get up, is time to rise, Mr. Price is down Stairs, & tho' I hear them I lie quite snugg till my Grandmama uses her Voice, then up I get, huddle on my cloaths & down to Book, then to Breakfast, then to School again, & may be I have an Hour to my self before Dinner, then the Same Story over again until twi-light, & then a small portion of time before I go to rest, and so you must expect nothing from me.

Maria Carter of Sabine Hall to her cousin Maria Carter of Cleve, 25 March 1756. Armistead-Cocke Papers, College of William and Mary, Williamsburg, Va.

Fithian's diary indicates that the school schedule could vary at the discretion of the tutor or the parents. For example, Fithian's students, Priscilla Carter (age 15) and Nancy Carter (age 13), received lessons from the dancing master on Fridays and Saturdays every three weeks. (Priscilla, though, attended dance lessons less regularly than Nancy.) In addition, they were excused from school every Tuesday and Thursday to practice music. Sometimes the girls were excused from school to visit neighbors with their parents, and once Priscilla went to the county court with them. Special occasions that required some preparation, like a ball, might excuse children from school. Children did not attend school when they were ill.

Maria Carter did not live with her father at Sabine Hall when she wrote her letter about her daily routine. Because her mother had died, Maria was living with her Grandmother Byrd at Westover in Charles City County, Virginia. Young women learned housewifery in their preteen and early teen

years and needed practical instruction from an experienced woman.

Girls' training in housewifery was probably spaced throughout the day, as chores came up in the natural course of the daily routine. Although gentry children had nursery maids, older daughters learned child care by helping care for younger brothers and sisters. They might, for example, have helped the young children get dressed for the day or eat properly. Girls learned to consult with the cook in the morning about the day's meals. Young girls were often given a few poultry to raise, which they would need to feed in the morning. On some mornings, urban girls might have accompanied their mothers to the market to purchase food and learn about prices, quality, bargaining, and so on. Throughout the day, they would perform other necessary household tasks.

Gentry girls who attended a private day school or a school run by a local minister probably did not begin their school day before breakfast, but no clear evidence documents when such a school might have opened in the morning. It seems likely that these schools began at eight or nine in the morning, with a break for dinner and some leisure in the early afternoon, because Virginians ate their main meal of the day at about two o'clock.

During "school play hours" at Nomini Hall, the Carter girls rode on horseback with other family members or with their tutor, took walks in the garden or to the fields, or played games like checks (similar to tic-tac-toe and played with peach stones). Girls who lived in town might have used this time for visiting or shopping. Additional training in housewifery might have included preparations for dinner during this break in the school day. Because candles and oil lamps were expensive and did not provide a steady, bright light, eighteenth-century people took advantage of all available natural light. Early afternoon light was best for detail work, such as needlework, and girls probably spent many of their "school play hours" sewing. Plain sewing included making shirts, shifts, caps, aprons, and baby clothes. Priscilla Carter embroidered a counterpane, or bedspread, as an example of fancy work. During the winter months, school was often dismissed early because of failing light.

After a light supper in the early evening, the gentry family often gathered for conversation, to play music together, or to play games. Diarists mention games like "grind the bottle," "hide the thimble," and "button." Historians have not been able to discover the rules for any of these games. Some families probably made up their own games, as people do today.

Young girls were usually in bed by nine o'clock.

Possible Daily Activities of an Urban Slave Boy (About Age 11, in a Gentry Family)

6:00–7:30 A.M.	Rise and dress. Bring in wood and build up the kitchen fire. Bring water to kitchen. If weather requires it, make fire(s) in room(s) to be used in the house. Help make fire and haul water for laundry if it is laundry day.
8:00–9:00 A.M.	Carry food from kitchen to dining room. Wait at table.
9:00–9:15 A.M.	Help to carry remains of meal back to kitchen. Bring in water needed for meal cleanup.
9:15–9:30 A.M.	Eat breakfast in kitchen.
9:30 A.M.–NOON	Be available to tend fires in house when needed, run errands for white family or adult slaves (take messages, buy small items as ordered). Perform seasonal tasks, such as weeding the garden. Help in kitchen or stable as needed. Bring water needed for dinner preparation to kitchen.
2:00–3:00 P.M.	Carry food from kitchen to dining room for dinner. Wait at table.
3:00–3:15 P.M.	Help to carry remains of meal back to kitchen. Bring water needed for meal cleanup.
3:15–3:45 P.M.	Eat dinner in kitchen.
3:45 P.M.–supper time	Be available to tend fires in house when needed, run errands for white family or adult slaves (take messages, buy small items as ordered). Perform seasonal tasks, such as weeding the garden. Help in kitchen or stable as needed.
6:00 or 7:00 P.M.	Carry supper from kitchen to dining room. Wait at table.
After supper	Carry remains of meal back to kitchen. Build fires in bedchambers, if needed.
Rest of evening	Eat supper. Remain on call until bedtime; often considered a time for leisure activities. Possibly visit family or friends at another household. Participate in typical evening activities such as storytelling, hearing the news from visiting slaves, playing music, or dancing.

Possible Daily Activities of a First-Year Apprentice Carpenter

When an apprentice's indenture required the master to provide schooling, the master often fulfilled the requirement quickly by sending the apprentice to school during the first year of his service. For some, this may have involved entire days of schooling, but evidence suggests that most Williamsburg apprentices attended school part of the day and worked at their new trade for the rest of the day. Although the exact hours that most local schools operated is unknown, it seems likely that day-school students, unlike those who were tutored at home, probably breakfasted at home and stayed at school until almost dinner time.

6:00–7:00 A.M.	Rise and dress. Perform any tasks the master asks.
7:00–7:30 A.M.	Breakfast with the master's family and leave for school.
8:00 A.M.–1:00 P.M.	At school.
2:00 P.M.	Dinner with the master's family.
3:00 P.M.–dusk	Go to work with master. First-year apprentices were given mostly unskilled "grunt work" to do. For an apprentice carpenter, these tasks might include moving lumber, sweeping up, or learning to plane. To take advantage of available daylight, carpenters often extended their workday until dusk.
About 7:00 P.M.	Supper with the master's family.
Until bedtime	Leisure time to read or otherwise amuse himself. The apprentice might join in the family's evening activities, which could include music, games, or conversation. Some apprentices left the house (with or without permission) to get together with friends for ball games, to play pranks on the townspeople, or engage in other mischief.

LESSON TWO

A Day in the Life of Prissy Carter; Dennis, Her Slave; and Thomas Moss, A Carpenter's Apprentice

INTRODUCTION

The daily activities of all young colonial Virginians included chores, education, and leisure activities. These tasks varied depending on the person's role in the community. Opportunities and expectations for the future greatly affected the daily life of all young people. While going about their daily activities, gentry, slaves, and apprentices frequently interacted with one another. This board game simulates the daily activities typical for each character in the early 1770s. Prissy Carter and her slave, Dennis, were actual people who lived in eighteenth-century Williamsburg. Thomas Moss, though a fictional character, is representative of a typical apprentice.

OBJECTIVES

1. In a game setting, students will experience many possible activities in a day in the life of a gentry girl, a slave, and an apprentice.
2. By playing the game in a group of three, students will see how the three characters, each representing a different social level, interacts with one another.
3. From the specific limitations of each character's task cards, students will see that some social levels provide more opportunities than others.

MATERIALS

Map of Williamsburg (as a game board)
Prissy Carter Task Cards
Dennis Task Cards
Thomas Moss Task Cards
A Day in the Life Checklist
Game pieces (small beans, stones, etc.)

STANDARDS OF LEARNING

This lesson meets the National Standards of Learning in the areas of historical comprehension, interpretation, and issues-analysis.

STRATEGY

1. Copy the task cards on colored card stock, using one color per character.
2. Divide students into groups of three. In each group, one student will draw task cards for Pricilla Carter, another for Dennis, and the third for Thomas Moss.
3. Distribute to each group:
 - one set of the task cards for each of the three characters
 - one copy of the Map of Williamsburg
 - one *A Day in the Life* checklist for each student
 - one game piece (small bean, stone, etc.) for each student
4. The student who is Prissy always goes first; Thomas goes second; and Dennis goes third.
5. Each game piece is placed at the character's home base. Prissy begins at the Carter home,

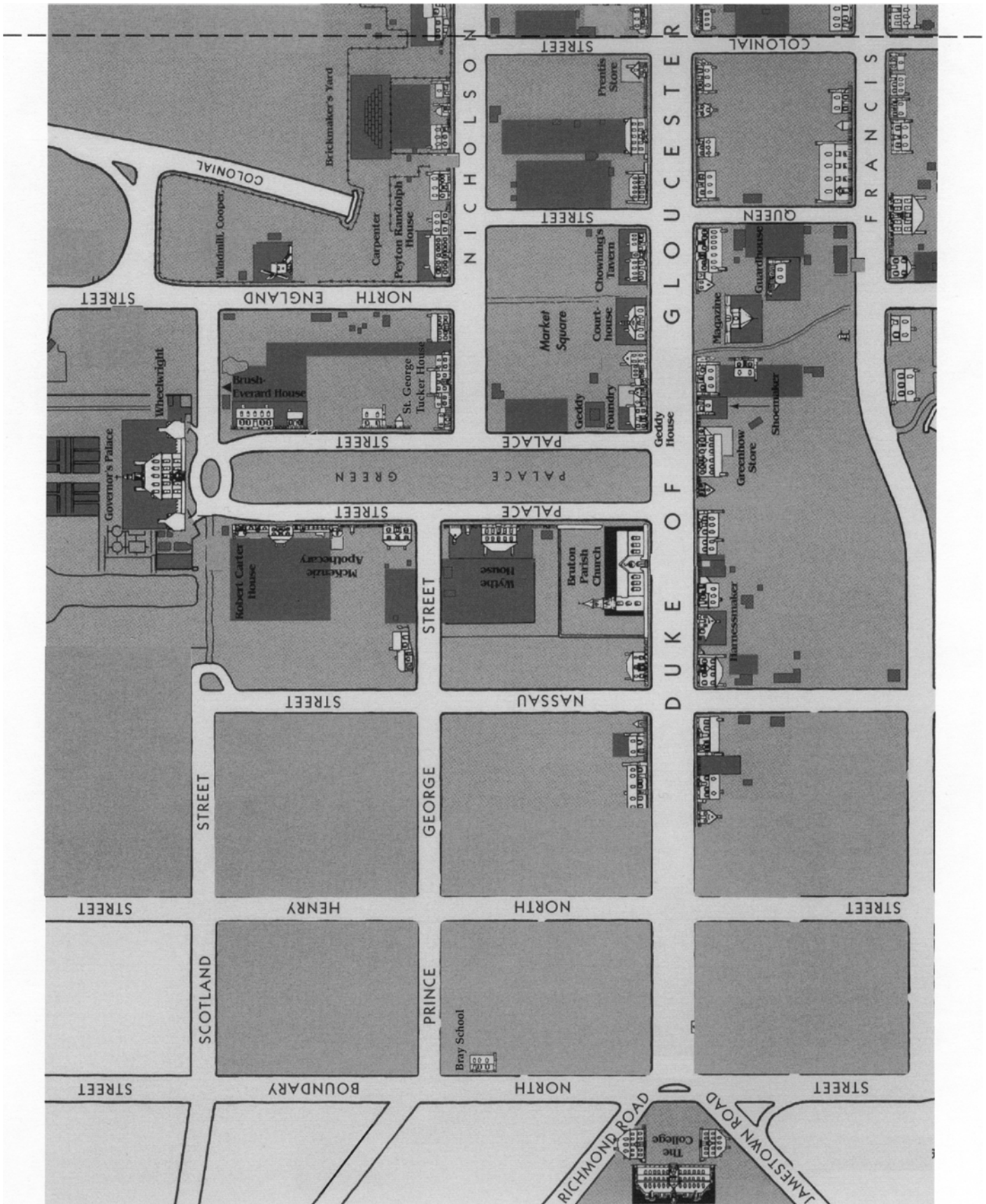
Thomas at the Carpenter's Yard, and Dennis at the Carter kitchen.

6. Each student draws a card from his or her pile, reads it aloud, and moves on the game board to the location identified. If there is no specific direction to move, the activity takes place at the character's home base. Each student must fill out his or her checklist by visiting four buildings other than his or her home base, making one purchase at a shop, participating in one leisure activity, and learning one thing. As students move about the board, they will decide which tasks fit in which categories. The first person to complete his or her checklist and return home (as directed by a task card) wins.

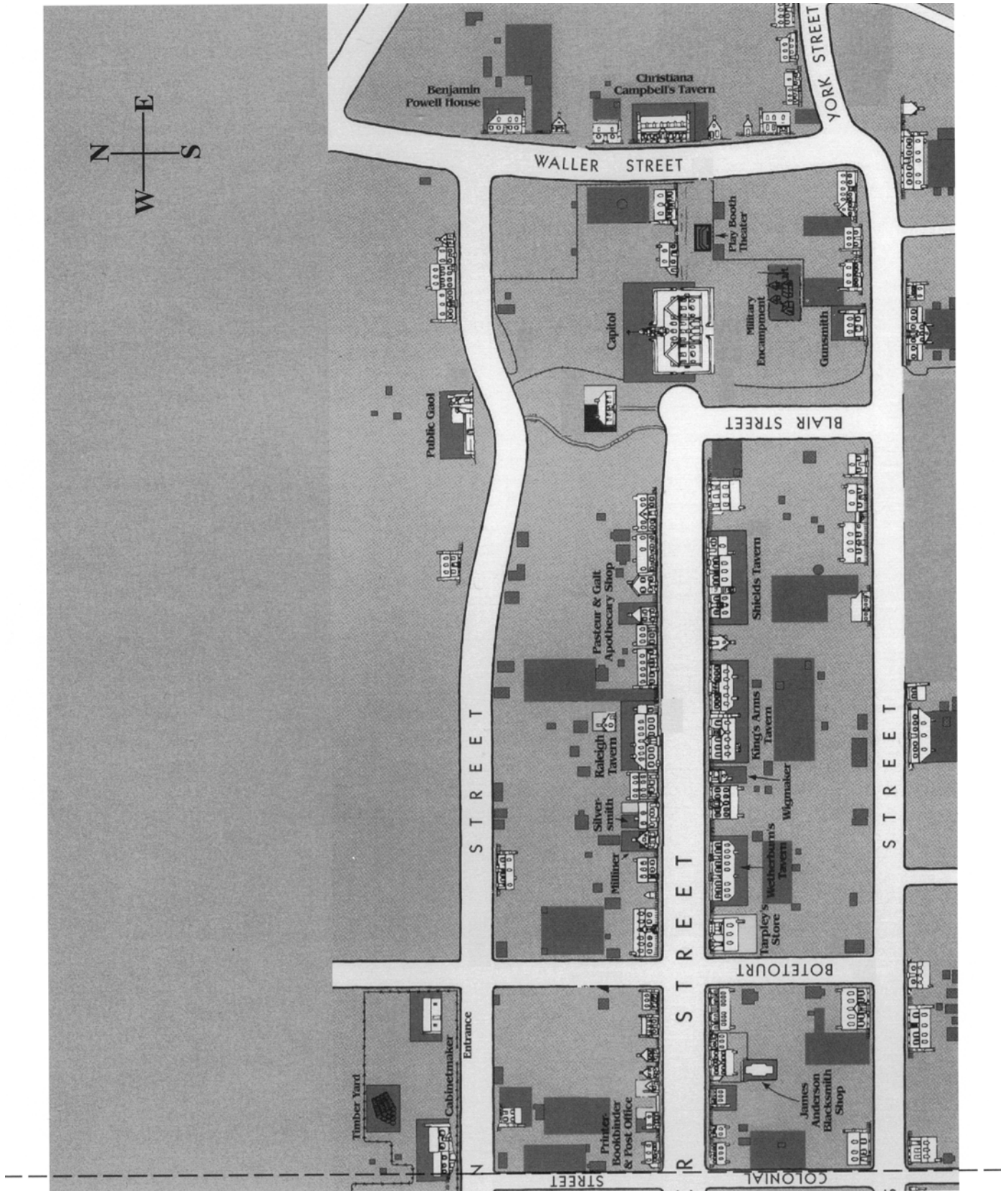
Reminder: There is no prescribed circuit or finish line for the characters. The purpose of moving the game piece for each character is to show how much (or how little) characters from different social levels moved about the town and to demonstrate the proximity and interrelationships of the various sites in a compact colonial town.

7. If a character's task cards are exhausted before the game is completed, reshuffle the pile of cards and reuse.
8. The tasks cover a variety of issues of colonial life that may be discussed at the end of the game. Topics of discussion may include gender differences, class differences, opportunities and education, **social mobility**, and reasons for certain characters being able to fulfill their tasks more easily.

Map of Williamsburg



Please match two halves of map at dotted line.



Prissy Carter Task Cards

PRISSY CARTER

Gentry Girl

Go to the Wythe House.
Invite them to dinner Sunday next.

PRISSY CARTER

Gentry Girl

Go to the Palace
with Mother for tea.

PRISSY CARTER

Gentry Girl

Receive minuet lesson
from your dance instructor.

PRISSY CARTER

Gentry Girl

Settle a disagreement
between two slaves.

PRISSY CARTER

Gentry Girl

Practice serving tea with your tea set.

PRISSY CARTER

Gentry Girl

Overhear Father talk to
Peyton Randolph about politics.

PRISSY CARTER

Gentry Girl

Go to Mr. Greenhow's store.
Buy ribbon for a new gown.

PRISSY CARTER

Gentry Girl

Go to the market
to pick up a chicken for dinner.
Take Dennis with you to carry the chicken.

DENNIS LOSES A TURN.

PRISSY CARTER

Gentry Girl

Go to the market with Mother to learn how
to select a chicken for dinner.

PRISSY CARTER

Gentry Girl

Take a harpsichord lesson
with your private tutor.

PRISSY CARTER

Gentry Girl

Take your French lesson
with your private tutor.

PRISSY CARTER

Gentry Girl

Create a shadow play
with your younger sister.

PRISSY CARTER*Gentry Girl*

Go to a neighboring plantation
for a dinner and dancing.

PRISSY CARTER*Gentry Girl*

Put on a play for company.

PRISSY CARTER*Gentry Girl*

Work on your sampler.

PRISSY CARTER*Gentry Girl*

Translate an entire story
from French into English.

PRISSY CARTER*Gentry Girl*

You have a fever and are
unable to attend church.

YOU LOSE A TURN.**PRISSY CARTER***Gentry Girl*

Go to the Millinery Shop with Mother to
select fabric for a ball gown.

PRISSY CARTER*Gentry Girl*

Go to the Tucker House for tea.

PRISSY CARTER*Gentry Girl*

Play a game with your sisters.

DRAW ANOTHER CARD.**PRISSY CARTER***Gentry Girl*

Receive compliments on
your stitching from Mother.

DRAW ANOTHER CARD.**PRISSY CARTER***Gentry Girl*

Go to the Palace to attend a ball.
You dance with a burgess.

PRISSY CARTER*Gentry Girl*

Supervise your younger
brothers and sisters.

PRISSY CARTER*Gentry Girl*

Go to the Apothecary with
Mother to purchase cloves.

Dennis Task Cards

DENNIS

Young Slave

Go to the Carpenter's Yard with Master Carter's note about building a smokehouse.

DENNIS

Young Slave

Go to the market with Mistress Carter to help carry a chicken home.

YOU LOSE A TURN.

DENNIS

Young Slave

Go to the Apothecary to purchase tooth powder.

DENNIS

Young Slave

Cart firewood from the woodpile to the kitchen.

DENNIS

Young Slave

Go to the tutor for your ciphering lesson.

DENNIS

Young Slave

Take a night walk to visit Father, who is owned by Mr. Geddy and lives in his household.

DENNIS

Young Slave

Go to the Randolph kitchen to get an egg for Mother.

DENNIS

Young Slave

Go to the Raleigh Tavern to deliver a message from Master Carter to Mr. Wythe.

DENNIS

Young Slave

Go to the Printing Office for quills and writing paper.

DENNIS

Young Slave

Practice and learn your catechism.

DENNIS

Young Slave

Help Mother in the kitchen.

DENNIS

Young Slave

Spend an evening storytelling with the other slaves.

<p>DENNIS <i>Young Slave</i></p> <p>Spend the evening reading Psalms to Mother.</p>	<p>DENNIS <i>Young Slave</i></p> <p>Receive chiding from Mother for your laziness. <i>YOU LOSE A TURN.</i></p>
<p>DENNIS <i>Young Slave</i></p> <p>Get water from the well.</p>	<p>DENNIS <i>Young Slave</i></p> <p>Clean up your sleeping area in the kitchen.</p>
<p>DENNIS <i>Young Slave</i></p> <p>Weed the garden.</p>	<p>DENNIS <i>Young Slave</i></p> <p>Get drawing paper for Prissy's drawing lesson.</p>
<p>DENNIS <i>Young Slave</i></p> <p>Sneak away behind the stables to play marbles with a friend. You are caught and punished. <i>YOU LOSE A TURN.</i></p>	<p>DENNIS <i>Young Slave</i></p> <p>Receive scolding after Master Carter hears that you were walking very slowly when on an urgent errand. <i>YOU LOSE A TURN.</i></p>
<p>DENNIS <i>Young Slave</i></p> <p>Receive praise from the Master for your speed in filling all the wash basins. <i>DRAW ANOTHER CARD.</i></p>	<p>DENNIS <i>Young Slave</i></p> <p>Receive half a bit (money) for your speed in delivering a package. <i>DRAW ANOTHER CARD.</i></p>
<p>DENNIS <i>Young Slave</i></p> <p>Polish Mistress Carter's silver spoons.</p>	<p>DENNIS <i>Young Slave</i></p> <p>Go to the pasture next to the Palace to return Master Carter's horse that had run away.</p>

Thomas Moss Task Cards

THOMAS MOSS

Carpenter's Apprentice

Go to Mr. Greenhow's store to purchase
nails for your Master.

THOMAS MOSS

Carpenter's Apprentice

Go back to the Randolphs' to fetch the froe
you carelessly left there.

YOU LOSE A TURN.

THOMAS MOSS

Carpenter's Apprentice

Learn the art of riving (splitting) shingles
from the master.

THOMAS MOSS

Carpenter's Apprentice

Spend the evening on a ciphering lesson.

THOMAS MOSS

Carpenter's Apprentice

Spend the evening with fellow apprentices
playing with Aesop's Fable cards
for your moral education.

THOMAS MOSS

Carpenter's Apprentice

Go to the College of William and Mary
to deliver plans for
the new necessary.

THOMAS MOSS

Carpenter's Apprentice

Go to Mr. Greenhow's store
to purchase a new froe for your master.

THOMAS MOSS

Carpenter's Apprentice

Go to the Carter House to pick up shingles
not used in construction of the
smokehouse.

THOMAS MOSS

Carpenter's Apprentice

Learn how to cut joints
for the Carter smokehouse.

THOMAS MOSS

Carpenter's Apprentice

Journeyman shows you how to true planks
for the smokehouse walls.

THOMAS MOSS

Carpenter's Apprentice

Go to King's Arms Tavern to deliver an
important message to your Master.

THOMAS MOSS

Carpenter's Apprentice

Restack boards blown over
in last night's storm.

THOMAS MOSS*Carpenter's Apprentice*

Take a long dinner on a hot day,
allowing you an hour of rest.

THOMAS MOSS*Carpenter's Apprentice*

Go to the Palace on an errand. You see a
friend from home who is now a bricklayer's
apprentice.

THOMAS MOSS*Carpenter's Apprentice*

Receive scolding from your master
for your idleness.

YOU LOSE A TURN.**THOMAS MOSS***Carpenter's Apprentice*

Run an errand without your master
needing to ask you.

DRAW ANOTHER CARD.**THOMAS MOSS***Carpenter's Apprentice*

Plane and square boards
for your master.

THOMAS MOSS*Carpenter's Apprentice*

Pick up all the shavings in the saw pit.

THOMAS MOSS*Carpenter's Apprentice*

Spend an evening at Wetherburn's Tavern.
This act breaks the rules of your contract.

YOU LOSE A TURN.**THOMAS MOSS***Carpenter's Apprentice*

Go to Wetherburn's Tavern and get into an
argument with a student from William and
Mary. Your master chides you.

YOU LOSE A TURN.**THOMAS MOSS***Carpenter's Apprentice*

Receive compliments for your good work
on the shingles you are making.

DRAW ANOTHER CARD.**THOMAS MOSS***Carpenter's Apprentice*

Do some ciphering to determine the
measurements for the Carter smokehouse.

THOMAS MOSS*Carpenter's Apprentice*

Clean the yard after the master and
journeyman have finished the day's work.

THOMAS MOSS*Carpenter's Apprentice*

Round front edges on shingles for the
Carter smokehouse.

A Day in the Life *Checklist*

NAME: _____

COLONIAL CHARACTER: _____

SOCIAL STATUS: _____

BUILDINGS VISITED: 1. _____

2. _____

3. _____

4. _____

ITEM PURCHASED: _____

WHERE PURCHASED? _____

LEISURE ACTIVITY: _____

LESSON LEARNED: _____